



Woolwich Polytechnic
School for Girls



Woolwich Polytechnic School for Girls Positive Relationships and Expectations Policy

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1. Rationale

At Woolwich Polytechnic School for Girls, we know that relationships are our most important asset. If we forge strong, positive relationships across our school community, we can all thrive whilst feeling happy and safe.

Our values are **Care and Unity**; we care beyond most would expect and we work together towards our vision of **'Success for Everyone'**. We have the highest expectations of everyone in our school community, students and staff, to ensure that everyone can be the best version of themselves. We expect all members of our community to be role models and to embody our pillars of Leadership, Excellence and Resilience in all that we do.

We work on a model of restorative approaches, and all of our staff are trained to facilitate restorative conversations with students and between students. It is proven that this model leads to the best outcomes and gives the opportunity for our students to understand that when things go wrong, we have to work together to fix them. This builds strong, positive relationships which support academic achievement and personal growth.

2. Expectations of all

At WPG, we have three simple expectations of all that encompass our expectations for a positive and safe environment.

Be Ready

Be Respectful

Be Safe

We expect all members of our school community to always meet to these expectations. We outline our expectations clearly with all staff members and students at the start of the school year and it is part of our school ethos which is highlighted throughout the school year and when new staff members or students join us. We embed our expectations through regular assemblies and during form time as well as with our everyday language (e.g., do you look READY to learn?).

3. The Poly Way

We show **CARE** for ourselves and others, including our future selves, by working together as a **UNITED** community to achieve our vision of **SUCCESS FOR EVERYONE**. As a member of the **Poly Family**, we all will:

Be Ready: We help ourselves to be ready to learn, achieve and succeed

- We attend school every day
- We arrive to school and lessons on time
- We arrive to line up on time (KS3 students)
- We arrive to our lessons by the first bell (KS4 students). This means we go up the stairs before KS3 line up is dismissed.
- We wear our full school uniform with pride
- We bring the correct equipment to lessons
- We begin and end lessons stood behind our chairs in silence
- We seek support when needed so that we have a ready to learn mindset
- **We follow instructions the first time they are given**

Be Respectful: We show respect to ourselves and our community

- We say please and thank you
- We show we are listening respectfully through our eye contact and body language
- We take care with the words that we use to express our thoughts and feelings
- We take responsibility for our mistakes and say sorry when we need to
- We look after the school building by throwing our litter in the bin and cleaning up anything we spill
- We show we value relationships by taking an active part in restorative conversations
- **We follow instructions the first time they are given**

Be Safe: We keep ourselves and others safe at all time

- We walk, never run, when inside the school building
- We keep to the left in corridors and stairs, where possible
- We walk in silence during lesson changeover
- We keep our hands and feet to ourselves
- We move away from potentially unsafe situations
- We tell a trusted adult if we see or hear something that make us or others feel unsafe
- We use our voices appropriately
- **We follow instructions the first time they are given**

The Poly Way summary:

- We are **ready** to learn by arriving on time, dressed professionally and with the correct equipment
- We communicate and act **respectfully** with our words and behaviours
- We keep ourselves and others **safe** at all times

We expect all students and staff to be aware of and follow 'The Poly Way'. This is shared at the start of the year, is displayed around the school and is in student contact diaries to remind them.

4. Expectations of students

Poly and Proud students maintain high standards of personal conduct, accept responsibility for their behaviour and actions and accept consequences, whilst encouraging others to do the same. We always share with the reason behind the expectation so that they truly understand what is expected of them, and be happy and successful members of our school community. This includes taking part fully in our restorative practice to ensure that they are always fostering and maintaining positive relationships with other students and all members of staff.

Main expectations of students:

1. Students will not intimidate, verbally or physically abuse other students or staff members.
2. Students will treat people how they wish to be treated and embody our values of care and unity.
3. Students will not use discriminatory, abusive or threatening language, including but not limited to swearing, racist, sexist or homophobic/bi-phobic/transphobic abuse. Students will not bully or harass others. For more detail, please see the schools anti-bullying policy.
4. Students should come to school every day in full uniform (see uniform list for details). Non-uniform items should be removed before entering the school site.
5. Jewellery is not allowed in school, other than a watch, a pair of simple studs (in ear lobes only) or items worn for religious reasons. If students choose to bring valuable items to school, they do so at their own risk. The School will not accept responsibility for their loss or damage.
6. Mobile phones, ear/headphones, iPads/tablets and all other electronic devices should not be seen or heard on the school premises, regardless of the time of day (see mobile phone and electronics policy for details). If these items are seen or heard in school, they will be confiscated (please refer to 'confiscation').
7. Students should never bring on to school premises cigarettes, vapes/e-cigarettes, matches or lighters, drugs, alcohol or other unauthorised substances or items that could be construed as 'weapons' or be unsafe. Items that are banned in school can, and will, be confiscated. (Please note that spray cans e.g. deodorant/body spray or glass containers will be confiscated for Health and Safety reasons).
8. Students will not bring banned food/drink items on to the school premises – this includes but is not limited to: chewing gum, fizzy or energy drinks, multi packs of biscuits, sweets, crisps, cakes, doughnuts, chocolate etc. If these items are seen, they will be confiscated.

5. Expectations of staff

Staff understand that care for all students is compatible with having high expectations. We firmly believe that the key to exceptional behaviour is exceptional relationships; relationships that are positive, warm, approachable, fair, and have consistent boundaries. All Staff ensure consistent high expectations in and around the school by building these relationships and challenging students who are not conducting themselves in a Poly and Proud way. This enables teachers to teach, students to learn and everyone to feel happy in their school community.

Subject teachers take responsibility for incidents that may arise in their lesson in the first instance. Students must never be allowed to conduct themselves in a way that intentionally puts others at risk or prevents or interrupts the learning of others in any way. Staff will use restorative conversations during Resets with students to understand what went wrong, why it happened, how to prevent it from happening again and to start the next lesson afresh and without ill feeling from either party. This further develops strong working relationships and ensures we are always going back to explaining why we do things the way we do.

Heads of Department can be used in a supportive role if the subject teacher cannot resolve an incident themselves. Pastoral leaders should be informed of such concerns and may support staff with successful support strategies for individuals.

Main expectations of staff:

1. Staff will treat people how they wish to be treated and embody our values of care and unity. Staff should model the expectations that we have of all.
2. Staff will know their students as individuals and will always have high expectations of students and their work.
3. Staff will establish clear lesson objectives and ensure they are met each lesson.
4. Staff will ensure their classroom environment is founded in respect for all.
5. Staff will utilise the school reward and sanction systems consistently and fairly.
6. Staff will follow the school policies on teaching and learning, homework, marking and assessment.
7. Staff will show care, patience, understanding, fairness and consistency in dealing with students.
8. Staff will always adhere to the staff code of conduct and refer to the staff handbook for guidance when needed.

6. Rewards and prizes

It is vital that students have a wide range of rewards for displaying positive conduct and attitude in school. Research shows that consequences will always have a far greater deterrent effect if they are outnumbered by the rewards given.

Rewards include (but are not limited to):

- Poly Points – can be gained at any time and accrue towards larger rewards
- Poly and Proud reward cards
- Mentions in assembly
- Hot Chocolate Fridays
- Post cards/notes/phone calls home
- SLT reward cards
- Congratulatory letters home
- Certificates
- Badges
- Jack Petchey nominations
- Reward trips/activities in school
- Awards at Celebration evenings

It should also be noted that research has consistently shown that the rewards that students value beyond all others is teacher praise and teacher time.

7. Consequences of failure to meet expectations

We understand that it is inevitable that people will make mistakes. When these mistakes occur, we try to deal with them at the lowest possible level starting with corrective conversations. These correctives are logged as a neutral point so we can track and monitor patterns for individual students to offer support if needed.

If a consequence is required, behaviour points will be added to Bromcom under the following categories:

Not being READY (a 15-minute detention is given)

- Uniform breaches
- Up to 5 minutes late to school
- Late to lesson or line up
- Lack of equipment
- Lack of PE kit
- Talking at the wrong time (in the corridor, in class or at line up)
- Homework not done

These detentions will take place on the day of the breach of the rule and will be sat with form tutors directly after PM registration. During this time, tutors will try to support tutees to recognise what went wrong and if they need support to improve or find a solution to the issue. Students who receive more than one 15-minute detention on the same day will be sent to sit a 60-minute Reset. Students who are repeatedly set 15-minute detentions for the same reason will also be set a 60-minute Reset by their form tutor.

Not being RESPECTFUL or SAFE (a 60-minute Reset is given)

- Not following instructions
- Rudeness/Disrespect towards staff
- Unkind language or act towards a peer
- More than 5 minutes late to school
- Truancy
- Unsafe behaviour
- Repeated 15-minute detentions

Students issued behaviour points with these categories will attend our centralised Reset for 60 minutes supervised by our Refocus and Reset Manager. This is named as such because it will also involve the opportunity to reflect on what went wrong and to have a restorative conversation with the member of staff that set it.

Internal exclusion (Refocus), Suspension and Exclusion:

In some circumstances, it may be necessary to internally exclude a student, suspend them from school or exclude them permanently. These sanctions will only be used when absolutely needed and students' personal circumstances will be considered where possible before the use of these sanctions. For more information on these sanctions, please see our Internal Exclusion, Suspension and Exclusion policy.

8. Safety and Confiscation

There are some items that are banned in school to keep our students, staff and environment safe.

- Mobile phones, ear/headphones, iPads/tablets and all other electronic devices should not be seen or heard on the school premises, regardless of the time of day. If these items are seen or heard in school, they will be confiscated and kept in the school safe until the end of that school term. For more detail, please see the school's mobile phone and electronics policy.
- Certain items are not allowed on school premises for a variety of reasons. Please be aware that the following items will be confiscated separate to the mobile phones and electronics outlined above:
 - Hoodies, sports tops, caps and other non-uniform items
 - Energy drinks, sugary/fizzy drinks, multiples of items such as sweets, cakes, biscuits, doughnuts etc.
 - Mirrors, make up, lip gloss, jewellery (except items that are allowed as part of school uniform), glass bottles/containers

When confiscated, food items will be donated/thrown away, items of clothing should be returned at the end of that day unless it is a repeat offence, in which case item(s) will be held for longer. These confiscated items will be kept in a safe place on the school site.

9. Searches

Unannounced whole school searches will be undertaken throughout the school year to ensure we keep the whole school community safe. Individual student searches will only be searched if we have a report the student has one or more of the following items and chooses not to hand them over voluntarily when asked:

- A weapon/knife/sharp object
- An illegal substance (e.g. drugs/alcohol)
- Stolen goods
- Water guns/BB gun or similar
- E-cigarettes/vapes/cigarettes/lighter/cigarette papers/grinder or other smoking/drug paraphernalia
- Medicine (due to the safety of this, it should be kept in the school office if prescribed)
- Phones or electronics that go against our mobile phone and electronics policy
- Non-uniform items
- Banned items in school (e.g. energy drinks) or food items to sell
- Items that have gone missing from a practical lesson (e.g. science or DT)
- Fireworks or similar items

Searches take the form of students being asked to empty any pockets, their bag, and show they have nothing in their shoes/socks. Parents will always be notified of the search, and the reasons for the search. The police would not be asked to do a search on our behalf for those items.

If the police came onsite and wanted to search a student, we would always stay with the student and notify the parent. Please see the appendix on searches in our Child Protection and Safeguarding Policy for further details.

10. Intervention and Support

The school will review support arrangements for students at risk of becoming disaffected or at risk of suspension/exclusion. Such support may include (but is not limited to) any of the following:

- Personal Support Plan (PSP)
- Counselling
- Mentoring
- Family and Adolescence Support Service
- Alternative Pathway (Internal AP)
- Off-site alternative provision
- Individualising the curriculum and its allied resources where possible

Some of the school's forms of support are explained in further detail below:

Round robins:

When a Form Tutor, Head of Year or Parent/Carer is concerned about a student a 'Round Robin' can be initiated to monitor their work/behaviour/homework. The round robin is a way of collecting information in a format which allows all teaching staff to write a brief report on the student. This can then be shared with parents/carers and actions can be put into place. Round robins will also be collected before a cause for concern meeting or any other meeting with parents/carers or professionals to discuss a student's behaviour or progress.

Cause for Concern Meetings:

When a student is causing concern in more than one welfare/academic area a meeting may be called by the Head of Year to discuss and agree joint strategies. Parents/carers are usually present at such meetings. A copy of the behaviour policy will be brought along to remind students and parents of expectations. Any support that is required in order to help the student and/or parent make necessary changes will be discussed and actioned.

Personal Support Plans (PSP):

When a student is struggling to manage their behaviour or requires more regular and targeted support, a personal support plan can be put in place. This will include a meeting with the student and parents/carers to consider the support offered and SMART targets for the student along with strategies on how these targets can be met. Once in place, the student will meet with the Head of Year regularly to discuss progress and parents/carers will be invited to review meetings on an agreed time scale (approximately every 3-4 weeks). If targets are met, the plan can be amended to add/change the targets if needed, or ended as deemed appropriate. If targets are not met, more sanctions may be given as well as further exploration of intervention.

Reports:

In some circumstances we will utilise an individual report for a student in order to monitor patterns in their behaviour and to offer them the opportunity to reflect and improve. These are done electronically so that students do not have the responsibility to look after it unless we feel this is necessary for their needs. Reports will be shared with parents/families.

Team Around the Child (TAC)/Team Around the Young Person (TAYP):

When concerns about a pupil/student reach beyond the classroom into social/emotional and care issues, Heads of Year should, in consultation with the Head of Pastoral Care, convene a TAC/TAYP meeting. Such meetings should involve all relevant professionals and have action points and time frames clearly minuted. Parents/Carers should be informed and/or be in attendance for these meetings.

11. The Restorative Approach

What is a Restorative Approach?

"Provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability" (Transforming conflict)

A restorative approach can be used in settings outside of the criminal justice system when conflict or incidents arise or as an approach to relationship building and management.

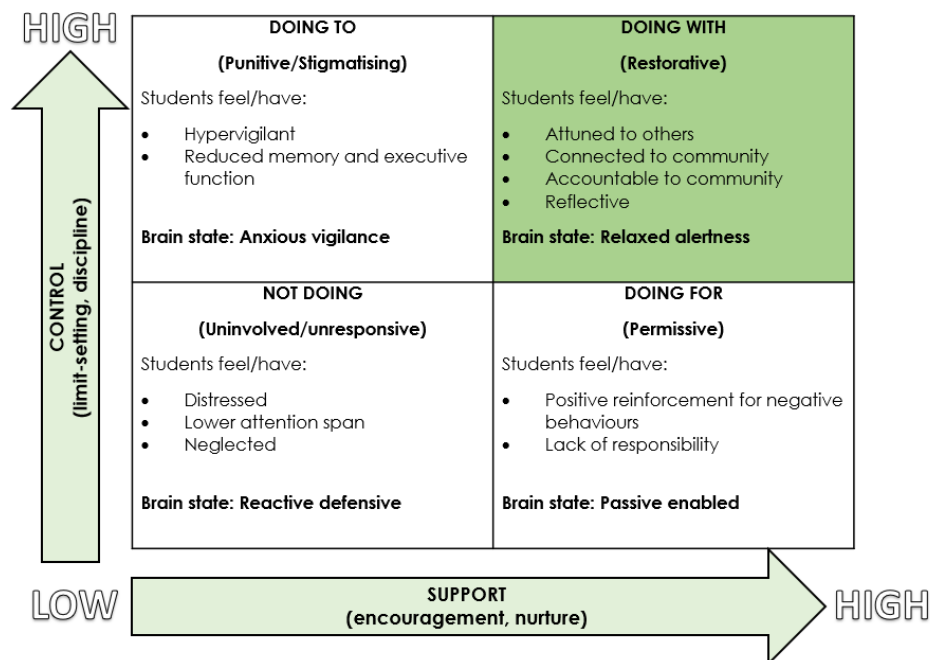
Key principles:

- Harm is a violation of the person and of the relationship – not (just) a violation of a rule or policy.
- The people with the problem also have the solution – everyone should be involved in the process to put things right. Parties might initially need some help to work it out through a facilitator.

Restorative Practice:

- Is structured informal conversations, based on key questions, about harm, impact, and ways forward that repair this harm
- Involves the harmer, harmed and key 'communities of care' (which can be formal or informal support networks such as key staff and friends)
- Leads to individuals being empowered to express needs on how to move forward
- Provides a safe environment where harmers are held accountable for their actions

Using the model of a social discipline window as follows: (adapted from Chuck Saufier)



We have chosen to follow a restorative approach to ensure that are students feel that they are in the upper right quadrant of this window. We want to be challenging them, whilst supporting them.

The 4 Rs of a Restorative Approach:

REPAIR: the harm caused

RESTORE: the balance, the relationship, the understanding

RESPECT: shown for all involved

REINTEGRATE: the harmer and the harmed to each other and their shared community

Restorative Conversations

Restorative conversations may follow the structure of using restorative questions to address the past, the present and the future. An example is set out below:

	Rationale	Example questions
Past	Asking about perceptions and building a picture of what happened	What happened? What were you thinking at the time? What were you feeling at the time?
Present	Asking about perceptions and building a picture of thoughts and feelings now Reflections and developing empathy	What have your thoughts been since? How do you feel about it now? Who has been affected? How? What are you feeling now? How might others be feeling? What impact has this had on you?
Future	Developing problem solving linked to needs of self and others	What needs to happen now to put things right? What do you need now? What are things like now? What could help everyone move on? What would you like to see come out of this conversation?

The idea is to LISTEN to the story and uncover thoughts and feelings, identify IMPACT of actions taken and exploring NEEDS to find a positive way forward. This is done without judgement or shame, but to foster empathy and understanding of all involved in order to repair relationships.

12. Training and support

Staff have had training in the following areas to support with them with having positive relationships with students:

- Trauma informed practice
- Mental health awareness
- Human behaviour and how the brain works (in particular the teenage brain)
- Attachment theory
- Restorative approaches
- Safeguarding and the impact on behaviour

Any new staff joining us will also access this training.

We also have a group of staff trained as Restorative Approaches Practitioners who are available to support with restorative conversations between students and staff or their peers.

Students are also taught explicitly about the following as part of their induction, during form times and in Personal Development lessons:

- Being kind and inclusive of all
- What drives their behaviour (including meeting needs)
- Human behaviour and how the brain works (in particular the teenage brain)
- Perceptions (e.g. how needs and wants differ)
- Strategies to have a positive mindset
- Mental health and where to find support
- How to stay safe and what to do when they do not feel safe
- How to have restorative conversations and why we use them

These sessions are spread throughout our PD curriculum and students and staff are reminded of them frequently. This is to ensure that there is continuous support for our staff and students to build and maintain positive relationships at all times and to use them to promote positive behaviour and manage conflicts that arise.

13. Discretion

No policy can cover all eventualities. The Head of School reserves the right to use their discretion to further support students with their behaviour and sanction as appropriate for the benefit of the individual and/or the wider school community.